EDUCATIONAL STUDIES IN MATHEMATICS

Volume 39 Nos. 1–3 1999

TEACHING AND LEARNING MATHEMATICS IN CONTEXT

Guest Editor: Paolo Boero

Guest Editorial vii–x

CARLO DAPUETO and LAURA PARENTI / Contributions and Obstacles of Contexts in the Development of Mathematical Knowledge 1–21

JEFF EVANS / Building Bridges: Reflections on the Problem of Transfer of Learning in Mathematics 23–44

RAFAEL E. NÚÑEZ, LAURIE D. EDWARDS and JOÃO FILIPE MATOS / Embodied Cognition as Grounding for Situatedness and Context in Mathematics Education 45–65

MARIA G. BARTOLINI BUSSI, MARA BONI, FRANCA FERRI and ROSSELLA GARUTI / Early Approach to Theoretical Thinking: Gears in Primary School 67–87

NADIA DOUEK / Argumentation and Conceptualization in Context: A Case Study on Sunshadows in Primary School 89–110

KOENO GRAVEMEIJER and MICHIEL DOORMAN / Context Problems in Realistic Mathematics Education: A Calculus Course as an Example 111–129

LIORA LINCHEVSKI and JULIAN WILLIAMS / Using Intuition from Everyday Life in 'Filling' the Gap in Children's Extension of their Number Concept to Include the Negative Numbers 131–147

RINA HERSHKOWITZ and BARUCH SCHWARZ / The Emergent Perspective in Rich Learning Environments: Some Roles of Tools and Activities in the Construction of Sociomathematical Norms 149–166

SUSAN MOLYNEUX-HODGSON, TERESA ROJANO, ROSAMUND SUTHERLAND and SONIA URSINI / Mathematical Modelling: The Interaction of Culture and Practice 167–183

MICHAL YERUSHALMY and SHOSHANA GILEAD / Structures of Constant Rate Word Problems: A Functional Approach Analysis 185–203

TINE WEDEGE / To Know or not to Know – Mathematics, that is a Question of Context 205–227

CORINNE HAHN / Proportionnalité et Pourcentage Chez des Apprentis Vendeurs. Réflexion sur la Relation Mathématiques / Réalité dans une Formation 'en Alternance' 229–249